Tess Perry

Syllabus

Spring 2013

**Teacher:** Ms. Perry **Office Location:** Oakley Building room 396 **Office Hours:** Tuesday and Thursday 1pm-2:30pm **E-mail:** [tess.perry@maine.edu](mailto:tess.perry@maine.edu)

**Summary of Unit:** This unit is geared towards high school students and aims to meet the Maine Learning Results Health standard on goal setting and decision-making. After the completion of this unit students will understand the decisions they make today affects their health tomorrow. Being able to describe personal health practices and analyze personal health status are the fundamentals towards creating long-term goals. In this is unit students will use the SMART goal setting strategy, meaning all goals must be specific, measurable, attainable, realistic and time based. Students will have the skills to imagine the consequences of decisions they make and the implications those decisions will have on their long-term health. Additionally students will be able to identify personal health strengths, needs and risks to help them analyze personal health status. Because we must know where we stand today before we can look to improve our future.

**Establish Goals Maine Learning Results**  
**Content Area:** Health Education and Physical Education  
**Standard Label:** F. Decision-Making and Goal Setting Skills.  
**Standard:** F2 Goal-Setting  
**Grade Level Span:** Grades 9 - Diploma  
Students develop and analyze plan to attain a personal health goal.  
**Performance Indicators**: a,b,c

**Students will understand that…**

personal health practices affect personal health status.  
short-term impulsive decisions affect long term personal health.  
decision-making and goal setting are strategies in creating a long term personal health goal.

**Essential Questions**

• How does decision making affect health?  
• Why do short-term impulsive decisions affect personal health long term?  
• How is personal health assessed?

**Students will know**

• The four areas of health.  
- Mental, physical, social and emotional  
• Critical details of decision making.  
- Decisions/consequences  
- Actions/reactions  
- Personal health needs, strengths and risks  
• The sequence and time lines for goal setting.  
- Specific, measurable, attainable, realistic and time based  
- Short term goals are small steps towards long term goal

**Students will be able to…**

describe personal health practices.  
evaluate goal setting strategies.  
create long term health goals.  
analyze personal health status.  
imagine their health long term.  
be aware that decisions affect personal health.  
  
**Performance Task Overview:** You are an up and coming cartoonist desperate for a new project. After completing a rigorous interview the Maine Centers for Disease Control (CDC) has hired you! The CDC is creating a new campaign promoting making healthy decisions and achieving health goals. As part of this campaign the CDC will be featuring comic strips in local Maine newspapers. Your specific assignment is to create a cartoon that shows the consequences of two teenagers who each make very different choices. Both teens have similar health goals but each make different choices when faced with the same decision. This campaign will target all high school students in Maine. Once you have successfully completed a comic strip that entertains your target audience while simultaneously showing completion of you task the CDC will pay you $10,000. The campaign roll out date is coming right up so you better get started!

**Expectations**

**Absences:** To be present both mentally and physically will ensure success in this class and all others. If you are aware of a day you will not be able to attend class please let me know so we can both create a plan to ensure your progress. If you are unable to attend class due to illness, emergency or for personal reasons and do not have time to inform me, see visit my office as soon as possible. Any papers and/or assignments missed will be in the homework folder for your specific class, class notes can be found on our class wikispace.  
  
**Plagiarism:** You are all creative people I want to see your own work. If, for some reason, you feel the need to use another person's work as your own I follow the school's plagiarism policy and copyright laws. There will be times in this class you may need to cite specific sources used in projects, please use APA format. A helpful website for citation is <http://owl.english.purdue.edu/owl/resource/560/01/>. If you have any specific questions regarding plagiarism or citations please ask me.  
  
**Assignments:** All assignments are important and a necessary part of your progression and learning through this class. I understand that everyone has a different learning style and processes information differently. I am open to suggestions for improvements and negotiations of due dates for each assignment. If you need more time completely an assignment please speak with me at least one day before the original due date. For many assignments you will be asked to complete a rough draft for feedback and a chance to revise and refine your work. The rough draft is not graded, it is your choice whether or not to hand one in, but I highly recommend you do!

**Classroom Expectations**: I expect everyone in my classroom, including myself, to follow school wide rules and my classroom rules. The class rules are be present, be polite and be positive. Be present in my class both physically and mentally, class will be much more enjoyable for you if you participate! Be polite, respect each and respect yourself. Be positive, your attitude has a major impact on your life, having a positive attitude will only enhance your experience in class and in life!

**Benchmarks** 100 points

**Blog:** Students will track daily health practices, examples of each area of health, mental, social, physical and emotional will be included. At least two postings per week, some will be done in class, others will be the students responsibility to complete. I will be checking blogs weekly and using a checklist that includes the four areas of health. 10 pts.

**Flowchart:** Students will show small steps leading up to achievement of a long term health goal. The beginning of the timeline will start with today, the end point will be the achievement of a long term personal health goal. Between today and goal achievement will be small steps that build towards the long term goal. The long term goal and at least one of the small steps will follow the SMART goal setting criteria. SMART is an acronym for Specific, Measurable, Attainable, Realistic and time based. Imagines and descriptions must be included for each small step and the long term goal. This project will be graded using a rubric that will be distributed when the flowchart is assigned. 10pts.

**Glogster:** Students will create a digital poster representing their long term health goal and why it is important to them. A goal that is not important to us is not worth working towards, if you could less about achieving a goal you will not be focused or determined to see it through. Working towards a goal can, often times, be difficult. In order to preserve through tough obstacles, choices and decisions on the path towards goal achievement we need to remind ourselves why we want to accomplish this goal in the first place. By creating a visual representation of our goals and all the reasons why we want to be successful will help ensure victory! The poster will be graded using a rubric that will be distributed when the poster is assigned. 20pts.

**Prezi:** Students will analyze personal health status in a Prezi presentation. In order to develop a long term personal health goal knowledge and understanding of our health in it's current state is necessary. Through the Prezi presentation you will analyze personal health strengths, needs, risks and how it relates to your personal health status. You will be asked to identify a personal health strength, something you should continue to do, a personal health need, something you need to enhance your health and a personal health risk, something that could put your health at risk. This project will be graded using a rubric that will be distributed when the Prezi is assigned. 10pts

**Comic Life:** Students will imagine their health in 1 year, 10 years and 20 years. This project will serve as an introduction to Comic Life software. In this comic strip you will depict what you imagine your health to be like in 1 year, 10 years and 20 years, this should reflect your current personal health practices. If you still practice the same habits that you do today. The comic strip should include a minimum or 4 scenes. This project will be graded using a rubric that will be distributed when the comic is assigned. 10pts.

**Garage Band podcast:** Students will create a podcast that reflects on a personal health choice and the consequences. This is a partner project, one student will play the role of interviewer the other will be an interviewee. The interviewee will reflect on a past decision they made that had a direct impact on their personal health. This reflection will be demonstrated in an interview style podcast using garage band software. The interviewer will ask inquiring questions so the interviewee will chronicle the thought process behind the decision and their thoughts, feelings and emotions when the consequences of the decision were felt. This project will be graded using a rubric that will be distributed when the podcast is assigned. 10pts.  
  
**Final performance product:** Comic Life Comic strip 30 pts.

**Grading Scale: A** (93 -100), **A-** (90 - 92), **B+** (87 - 89), **B** (83 - 86), **B-** (80 - 82), **C+**(77 - 79), **C** (73-76), **C-** (70 - 72), **D+**(67 - 69), **D** (63 - 66), **D-** (60 - 62), **F** (0 - 59).